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ABSTRACT

The purpose of the Delaware Performance Appraisal System is to assess instructional performance of teachers so that the quality of instruction can be improved, professional development activities can be prescribed, and a foundation for administrative decisions can be developed. The procedures outlined in this publication are the minimum standards for fulfilling the requirements of the appraisal system. Appraisal requirements vary slightly in that non-tenured staff is assessed annually while tenured staff assessment takes place on a two-year cycle. Forms used in completing the assessment are included with the outline of procedures. (JD)

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DELAWARE PERFORMANCE APPRAISAL SYSTEM
TEACHER APPRAISAL PROCESS

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PROCESS

The purpose of the Delaware Performance Appraisal System is to assess instructional performance of teachers so that the quality of instruction can be improved, professional development activities can be prescribed, and a foundation for administrative decisions can be developed. The procedures which follow are the minimum standards for fulfilling the requirements of the Delaware Performance Appraisal System:

NON-TENURED STAFF

Each year the appraisal system shall include a minimum of three (3) observation/conferences using a Lesson Analysis for each observation and a Performance Appraisal. (See Fig. 1.) The observations for the Lesson Analysis shall consist of at least two (2) announced observations of sufficient length to see a lesson from beginning to end, plus one (1) unannounced observation followed by a conference. Other observations should be no less than twenty (20) minutes in length. The Performance Appraisal shall be based on information from the Lesson Analyses as well as other data collected and previously shared with the teacher.

TENURED STAFF

Over a two year period the appraisal system shall include a minimum of three (3) observation/conferences using a Lesson Analysis for each observation and a Performance Appraisal. (See Fig. 2.) The observations for the Lesson Analysis shall consist of at least two (2) announced observations of sufficient length to see a lesson from beginning to end. Other observations should be no less than twenty (20) minutes in length. The Performance Appraisal shall be based on information from the Lesson Analyses as well as other data collected and previously shared with the teacher. Any tenured teacher who is new to an assignment/building shall receive a Performance Appraisal at the end of the first year, based on a minimum of two (2) Lesson Analyses. If a school district opts to exceed state minimums, a Performance Appraisal may be completed at the end of any year, provided it is based on a minimum of two (2) Lesson Analyses.

NON-TENURED STAFF - MINIMUM ANNUAL CYCLE

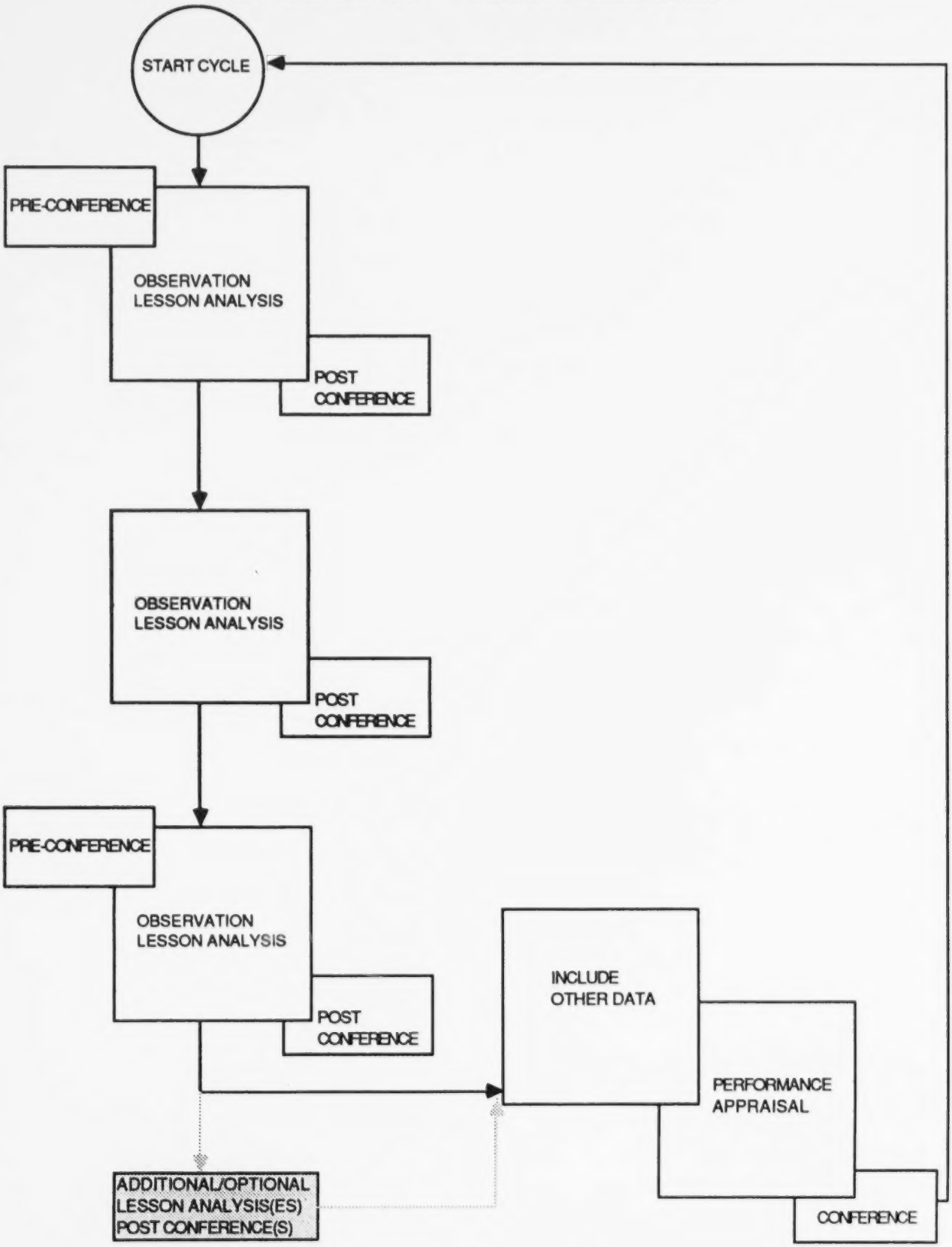

Fig. 1

TENURED STAFF - MINIMUM TWO YEAR CYCLE

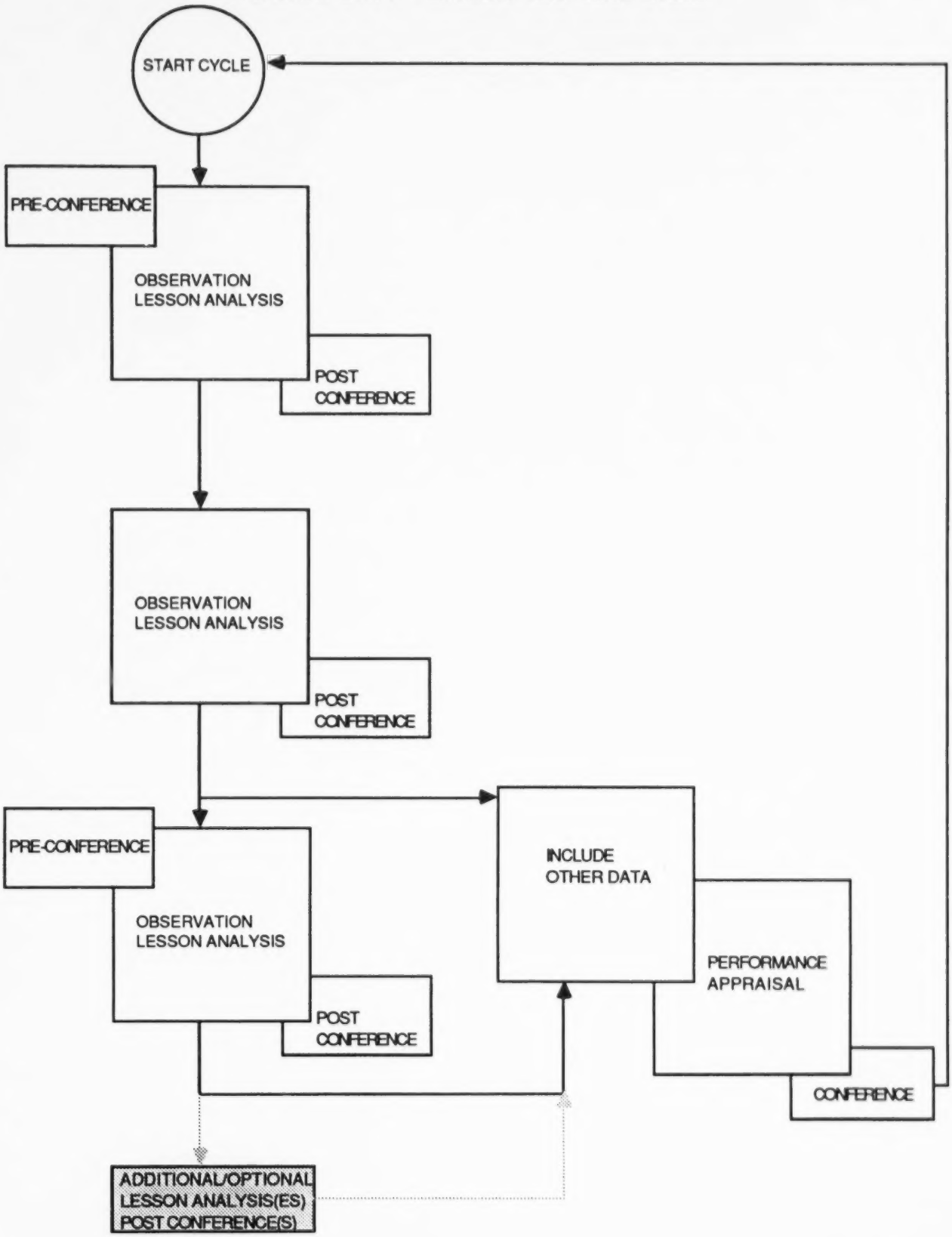

Fig. 26

PROCEDURES

LESSON ANALYSIS

An observation is a means of collecting sufficient data to analyze a lesson and assess performance. Following each observation the appraiser shall complete the Lesson Analysis containing the performance categories and behaviors. The appraiser shall provide a concise written narrative for each performance category which focuses on the behaviors within that category. The primary purpose of each narrative is to provide **feedback** to teachers regarding strengths and identified areas for growth. Discussion of the written narrative shall occur during a post conference.

APPRAISER

An appraiser is a person who is certified by the State of Delaware to evaluate teachers and specialists and designated by the local district superintendent.

ANNOUNCED/UNANNOUNCED OBSERVATIONS

It is strongly recommended that the first observation be announced and of sufficient length to see a lesson from beginning to end. Subsequent observations may be announced or unannounced but should be of sufficient length, at least twenty (20) minutes, to analyze the lesson and assess performance. (See page 1.) There shall be sufficient time between observations for the teacher to improve his or her performance. Observations shall not begin until after the first full week of the school year, unless the previous year's Individual Improvement Plan calls for such an observation. Observations shall be completed before the last full week of the school year.

1. Each ANNOUNCED OBSERVATION shall be preceded by a pre-observation conference and requires a pre-observation form.

2. The PRE-OBSERVATION FORM shall be completed by the teacher and presented to the appraiser before or during the pre-observation conference.

3. The PRE-OBSERVATION CONFERENCE shall be held during the work day preceding the scheduled date of observation.

COMPLETION OF LESSON ANALYSIS FORM

A LESSON ANALYSIS FORM shall be completed by the appraiser following the completion of an announced/unannounced observation. The appraiser shall

provide a concise written narrative which describes performance for each performance category observed, and which focuses on the behaviors in that category.

1. Complete the identification information at the top of the form.

2. Write a brief overview of the lesson observed to be used for future reference.

3. Based on the behaviors for the category, write a concise narrative which describes performance for each of the observed performance categories.

4. Category I, Instructional Planning and Category V, Evaluation of Student Performance may be circled N/A (not applicable) for an unannounced observation unless one or both categories had been identified as recommended areas for growth.

5. If a teacher's overall performance during an observed lesson is **unsatisfactory**, the appraiser shall indicate such above the signature line on the last page of the Lesson Analysis by typing "PERFORMANCE IS UNSATISFACTORY" and initialing the statement. This is an indication that an Individual Improvement Plan is forthcoming.

6. The completed LESSON ANALYSIS shall be submitted to the teacher within three (3) working days following the observation.

POST OBSERVATION CONFERENCE

A post observation conference shall be held no earlier than one (1) working day following the submission of the LESSON ANALYSIS to the teacher. If the appraiser has indicated unsatisfactory performance, an INDIVIDUAL IMPROVEMENT PLAN shall be mutually developed based upon the Guidelines for Individual Improvement Plans which follow on page 7.

PERFORMANCE APPRAISAL

The content for the PERFORMANCE APPRAISAL is based upon the Lesson Analyses, as well as other data collected and previously shared in writing with the teacher during that time period. To complete the PERFORMANCE APPRAISAL, the appraiser shall rate the teacher's performance on a four point scale and write a summary narrative about overall performance in each of the six performance categories. A post conference shall be held to (1) provide feedback to the teacher and (2) for the appraiser and teacher to cooperatively set areas for growth. The post conference shall be held no earlier than one (1)

working day following submission of the PERFORMANCE APPRAISAL to the teacher.

COMPLETION OF THE PERFORMANCE APPRAISAL

1. Complete the identification information at the top of the form.

2. Based on the behaviors listed, a concise but precise narrative summary documenting the teacher's performance for each of the six performance categories shall be written. The narrative shall summarize the teacher's performance in each category and shall explain the rating. The information from the LESSON ANALYSES shall be used to document the appraiser's decision in each category. The definitions for the rating scale are on page 7.

3. Should a teacher's performance be rated as **Needs Improvement** or **Unsatisfactory** in any category, the appraiser and teacher shall mutually develop an INDIVIDUAL IMPROVEMENT PLAN. Guidelines for the Individual Improvement Plan follow on page 7.

4. If, in the judgement of the appraiser, a teacher's overall performance is unsatisfactory, the appraiser shall indicate such at the end of the form above the signature line on the Performance Appraisal, by typing "PERFORMANCE IS UNSATISFACTORY" and initialing the statement.

5. The teacher shall be given a copy of the PERFORMANCE APPRAISAL at least one (1) working day prior to the PERFORMANCE APPRAISAL CONFERENCE.

PERFORMANCE APPRAISAL CONFERENCE

A conference shall be held to provide feedback to the teacher and for the appraiser and teacher to cooperatively set areas for growth. If the recommended areas for growth cannot be cooperatively set, the appraiser shall have the authority and responsibility to determine the recommended areas for growth. The conference shall be held no earlier than one (1) working day following submission of the PERFORMANCE APPRAISAL to the teacher.

CATEGORY RATINGS FOR PERFORMANCE APPRAISAL

EXEMPLARY:	Performance in a category indicates that teacher could serve as a model for other teachers.
EFFECTIVE:	Performance in a category meets district expectations.
NEEDS IMPROVEMENT:	Performance in a category is not consistently effective.
UNSATISFACTORY:	Performance in a category is not effective and jeopardizes continued employment.

GUIDELINES FOR INDIVIDUAL IMPROVEMENT PLAN

1. An INDIVIDUAL IMPROVEMENT PLAN shall be developed when a teacher's performance in any category has been appraised as **Needs Improvement** or **Unsatisfactory**. Development of an Individual Improvement Plan for a **tenured** teacher indicates that a minumum of two LESSON ANALYSES and a PERFORMANCE APPRAISAL shall be completed the following year.

2. The plan shall contain: (1) goals and objectives, (2) activities and/or methods to accomplish the goals and objectives, (3) appropriate timelines, and (4) a plan to determine whether the goals and objectives were met.

3. The Individual Improvement Plan shall be developed cooperatively by the teacher and the appraiser. If the plan cannot be cooperatively developed, the appraiser shall have the authority and responsibility to determine the plan.

4. The teacher shall be held accountable for the implementation of the INDIVIDUAL IMPROVEMENT PLAN.

TARGET DATES

The **suggested** target dates for completion are as follows:

NON-TENURED:

Lesson Analysis 1	October 31
Lesson Analysis 2	January 31
Lesson Analysis 3	April 30
Performance Appraisal	May 31

TENURED:

Lesson Analysis 1	November 30
Lesson Analysis 2	April 30
Lesson Analysis 1 (alternate year)	February 28
Performance Appraisal	May 31

Any tenured teacher who is new to an assignment/building shall receive a PERFORMANCE APPRAISAL at the end of the first year, based on a minimum of two (2) LESSON ANALYSES.

LESSON ANALYSIS

Teacher _____ Date of Observation _____

Subject Area _____ Grade _____ Time ___ to ___

No. of Students _____ Announced _____ Unannounced _____ Tenure _____

School _____

Below is a summary of information from the lesson observation. The comments are designed to provide **feedback** to the teacher regarding strengths and areas for growth. Under each category, the appraiser shall write a concise narrative which focuses on the behaviors within that category.

DESCRIPTION OF LESSON:

I. INSTRUCTIONAL PLANNING N/A (Not Applicable)

1. Provides appropriate instructional objectives.
2. Provides methods and materials which maximize learning.
3. Includes provisions for evaluating objectives.
4. Provides scope and sequence for lesson.

NARRATIVE:

II. ORGANIZATION AND MANAGEMENT OF CLASSROOM

1. Arranges classroom for instructional effectiveness.
2. Establishes, communicates and maintains standards for students.
3. Uses instructional time efficiently.
4. Maintains high engagement rate.
5. Maintains a positive classroom atmosphere.
6. Monitors the learning activities of students.

NARRATIVE:

III. INSTRUCTIONAL STRATEGIES

1. Uses and organizes appropriate methods and activities in their proper sequence and time frame, i.e. reviews, modeling, guided and independent practice, and closure.
2. Demonstrates sufficient knowledge of subject matter being taught.
3. Uses available instructional media and materials effectively.
4. Establishes a mind set for learning.
5. Focuses lesson on teaching objective.
6. Uses level of instruction that is appropriate.
7. Maintains pace of learning.
8. Provides opportunties for student differences.
9. Checks for student understanding.
10. Conveys appropriately high expectations for students.

NARRATIVE:

IV. TEACHER/STUDENT INTERACTION

1. Promotes high rate of student interest.
2. Provides prompt and specific feedback in a constructive manner.
3. Provides opportunities for active participation.
4. Uses questioning techniques effectively.
5. Demonstrates fairness and consistency in dealing with students.
6. Speaks and writes clearly, correctly, and at an appropriate level for student understanding.

NARRATIVE:

V. EVALUATION OF STUDENT PERFORMANCE N/A (Not Applicable)

1. Uses appropriate formative and summative tools and techniques.
2. Makes effective use of norm- and/or criterion-referenced test data.
3. Provides prompt feedback and constructive comments on tests, homework and other assignments.
4. Maintains accurate records documenting student performance.

NARRATIVE:

COMMENDATIONS/RECOMMENDED AREAS FOR GROWTH/COMMENTS:

The teacher and appraiser shall sign the Lesson Analysis to indicate that it has been reviewed and discussed, not that the teacher necessarily agrees with the Lesson Analysis. Further, the teacher may submit additional comments within thirty (30) calendar days of the date of the teacher's signature on this Lesson Analysis. Those comments shall be appended to this Lesson Analysis.

Teacher's Signature/Date

Appraiser's Signature/Date

PERFORMANCE APPRAISAL

Teacher _____ Dates of Observations _____

Subject Area _____ Grade _____

Appraiser(s) _____

I. INSTRUCTIONAL PLANNING

1. Provides appropriate instructional objectives.
2. Provides methods and materials which maximize learning.
3. Includes provisions for evaluating objectives.
4. Provides scope and sequence for lesson.

Exemplary ☐ **Effective** ☐ **Needs Improvement** ☐ **Unsatisfactory** ☐

NARRATIVE:

II. ORGANIZATION AND MANAGEMENT OF CLASSROOM

1. Arranges classroom for instructional effectiveness.
2. Establishes, communicates and maintains standards for students.
3. Uses instructional time efficiently.
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5. Maintains a positive classroom atmosphere.
6. Monitors the learning activities of students.

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1. Uses and organizes appropriate methods and activities in their proper sequence and time frame, i.e. reviews, modeling, guided and independent practice, and closure.
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5. Focuses lesson on teaching objective.
6. Uses level of instruction that is appropriate.
7. Maintains pace of learning.
8. Provides opportunties for student differences.
9. Checks for student understanding.
10. Conveys appropriately high expectations for students.

Exemplary ☐ **Effective** ☐ **Needs Improvement** ☐ **Unsatisfactory** ☐

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IV. TEACHER/STUDENT INTERACTION

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2. Provides prompt and specific feedback in a constructive manner.
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Exemplary ☐ **Effective** ☐ **Needs Improvement** ☐ **Unsatisfactory** ☐

NARRATIVE:

V. EVALUATION OF STUDENT PERFORMANCE

1. Uses appropriate formative and summative tools and techniques.
2. Makes effective use of norm- and/or criterion-referenced test data.
3. Provides prompt feedback and constructive comments on tests, homework and other assignments.
4. Maintains accurate records documenting student performance.

Exemplary ☐ **Effective** ☐ **Needs Improvement** ☐ **Unsatisfactory** ☐

NARRATIVE:

VI. RELATED RESPONSIBILITIES

1. Complies with policies, regulations and procedures of school district/building.
2. Engages in professional development.
3. Communicates effectively with parents.
4. Works cooperatively with staff.
5. Performs non-instructional responsibilities as assigned.

Exemplary ☐ **Effective** ☐ **Needs Improvement** ☐ **Unsatisfactory** ☐

NARRATIVE:

COMMENDATIONS/RECOMMENDED AREAS FOR GROWTH/COMMENTS:

The teacher and appraiser shall sign the Performance Appraisal to indicate that it has been reviewed and discussed, not that the teacher necessarily agrees with the Performance Appraisal. Further, the teacher may submit additional comments within thirty (30) calendar days of the date of the teacher's signature on this appraisal. Those comments shall be appended to this Performance Appraisal.

_____ _____

Teacher's Signature/Date

Appraiser's Signature/Date

PRE-OBSERVATION FORM*

Name _____ School _____

Subject Area _____ Grade _____

Date of Observation _____

THE TEACHER SHALL COMPLETE THE FOLLOWING AND RETURN A COPY OF THE FORM TO THE APPRAISER BEFORE OR DURING THE PRE-OBSERVATION CONFERENCE.

1. What are the objectives of the lesson, activities and/or unit? What will students be expected to know or do at the end of this lesson? How do they fit into the scope and sequence of the curriculum?

2. What teaching/learning activities and methods will be used to accomplish the objectives and promote teacher/student interaction?

3. How do you plan to determine if your objectives have been met?

* USE FOR ANNOUNCED OBSERVATIONS

4. What special conditions, if any, in the room environment should the appraiser be aware of? What unusual student interactions/behaviors/interruptions, if any, should the appraiser be aware of?

5. What group and/or individual routines and procedures have been established for this class?

6. What special techniques will you use of which the appraiser should be aware?

7. List any special behaviors and/or categories on which you would like the appraiser to focus.

The teacher and appraiser shall sign the Pre-Observation Form to indicate that it has been reviewed and discussed, not that the appraiser necessarily agrees with the Pre-Observation Form.

Date of Pre-Conference _____

Teacher's Signature _____

Appraiser's Signature _____